

A study on achievement motivation of higher secondary students in Coimbatore district

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Abstract

Motivation is defined as an internal drive that activates a certain behavior in living creatures and it provides a direction to achieve a target. In the field of education, motivation refers to those factors that increase a student's effort for better learning of the concepts taught at school. Spence and Helmreich (1983) defined achievement as task-oriented behaviour. Achievement Motivation could be described as a psychological need and energetic drive that prompts an individual to strive for accomplishing a specific task that results in satisfaction and self-worth. The study examines the achievement motivation of government higher secondary school students in Coimbatore district with a sample of 100 students studying in class the XI in Coimbatore district. The data are collected through survey method by adopting simple random sampling technique. The 5 point scale developed by the investigator is used as a measure for the study and 't' test was adopted to measure the significant difference between the variables. Consequently, no significant difference is found, through the study, between male and female students in their achievement motivation.

Keywords: achievement, motivation, government, higher secondary students, drive

Introduction

In the milieu of school education, motivation plays a significant role as it is needed to captivate the attention of students so as to make them ready to take in what is taught in the class. Motivation is best viewed as a tool to assist instruction factor to arouse the learner to greater effort. In other words, motivation is the personal, internal and goal-directed behaviour of the learner. Motivation plays an important role in the teaching learning process and teachers should have a precise perception on the need for the positive motivation to attain the ultimate goal of teaching that leads to favorable changes in the students' behaviour. It could be either intrinsic or extrinsic. Motivation that is driven by an interest or pleasure in performing the task itself is referred to as Intrinsic motivation and it exists within the individual and does not formed based on any external factors. However, Extrinsic motivation rely on any external driving force that could be the elated feeling of getting reward in the form of higher academic grades or the fear of getting punishment from the teachers or parents. Competition is in general extrinsic because it encourages the performer to win and beat others, not to enjoy the intrinsic rewards of the activity itself. According to Pintrich & Schunk, 1996, Motivation is generally regarded as the drive to achieve targets and the process to maintain the drive. Motivation provides an important foundation to complete cognitive behavior, such as planning, organization, decision-making, learning, and assessments. Achievement Motivation is a primary condition to achieve something. It is a strong motive characterized by ambition, high level of energy. It is a stable learned characteristic feature in which satisfaction comes from striving for and achieving a certain level of excellence.

Need for the Study

Achievement motivation is an important factor that has a favorable impact on the teaching learning process in terms of

achieving higher academic excellence. Teachers should motivate the students to realize learning objectives that would provide them platform to attain the ultimate goal of education in a positive vertical mobility that is needed to lead a worthy life in terms of social efficiency. Teachers should have a precise perception on achievement as well as motivation and they should strive for instilling the same among the students at higher secondary level since it is the threshold to higher education that would play a vital role in deciding their professional pursuits in future. Hence, the need to study the achievement motivation of higher secondary students was felt by the investigator.

Statement of the Problem

Based on the need for the study the problem for investigation is given as 'A study on achievement motivation of government higher secondary school students in Coimbatore district'.

Aim of the Study

The aim of the study is to study and the achievement motivation of government higher secondary school students in Coimbatore district.

Review of the Literature

Achievement motivation has been defined as the extent to which individuals differ in their need to strive to attain rewards, such as physical satisfaction, praise from others and feelings of personal mastery (McClelland, 1985). Theories of the underlying processes of achievement motivation range from a cognitive focus on individual personality traits and reaction to task difficulty to more socially based views on the role that parenting has on the development of achievement motivation. Understanding the factors that affect achievement is important because motivation affects achievement and level of occupation (Farmer, 1996). Murray (1936) described

achievement motivation as the desire to accomplish something difficult to overcome obstacles and attain a standard, to excel oneself. Burger (1997) [1] indicated that high need achievers are moderate risk takers, have an energetic approach to work and prefer jobs that give them personal responsibility for outcomes. Attribution theory based on the work of Heider and applied to achievement motivation by Weiner (1980) [9], probes further into the motivational role of cognitive factors by examining how an individual’s interpretation of his or her success or failure in a task determines the perception of values and expectancies in the situation.

Objectives of the Study

1. To find out the levels of achievement motivation of government higher secondary school students in relation to their Gender, Subject Group, Locality of the school, Type of family, Education, Occupation and Annual Income of their parents.
2. To find out the difference in the achievement motivation among the government higher secondary school students on the basis of their Gender (male and female), Subject Group (arts and science), Locality of the school (rural and urban), Type of family (nuclear and joint), Parents’ education (school and college), Parents’ occupation (government and non-government) and Parents’ annual income (below 50,000 and above 50,000).

Design of the Study

Research Method

Descriptive research describes and interprets what is concerned with the conditions of existing relationships, practices that prevail and processes that are going on. Since the present research aims to study the relationship between the variables, Descriptive method of research is adopted.

Variables

- i) **Independent Variables:** Gender, Subject Group, Locality of the School, Type of family, Education, Occupation and Annual Income of their parents are the independent variables.
- ii) **Dependent Variable:** Achievement motivation is the Dependent variable of the present study.

Sample

100 Class XI students of Government Higher Secondary Schools in Coimbatore District have been selected as the samples.

Sampling Technique

The investigator has adopted survey technique for the study. In the present study, a sample of 100 students studying in the higher secondary schools was randomly picked up from the Government Higher Secondary schools in Coimbatore District.

Tool of the Study

The investigation aims at showing how the independent variables namely Gender, Subject Group, Locality of the School, Type of family, Education, Occupation and Annual Income of their parents are related to the dependent variable achievement motivation with respect to the personal achievement motivation, social achievement motivation, educational achievement motivation and family achievement

motivation. The present investigation also attempts to points out how the contribution of achievement motivation varies with respect to Gender, Subject Group, Locality of the school, Type of family, Education, Occupation and Annual Income of their parents. The investigator has developed and validated a tool namely ‘Achievement Motivation Scale’ for the purpose of collecting data for the survey.

Development of Achievement Motivation Scale

The investigator has constructed the achievement motivation scale to measure the Achievement motivation of higher secondary students. It consists of 50 statements with 4 dimensions and all the 50 statements are in the form of 5 point scale. The dimensions of the achievement motivation are the personal achievement motivation, social achievement motivation, educational achievement motivation and family achievement motivation. The scale is used to obtain the information through the subjects’ response to a list of statements on achievement motivation. The scale guarantees the confidentiality so as to the get truthful responses from the target population. The type of questions used in this present study is the scaled items. Before the final printing, the scale is pre-tested in order to identify ambiguities, misunderstandings or other inadequacies. Attention is given to the content validity of the tool, that is, whether the scale is really measuring what it is supposed to measure. The pilot study determined whether the questions will operate equally well in the different social classes and culture groups of the population to be studied. Thus, the tool of the study is developed and validated for the purpose of collecting data for the present study.

Procedure Adopted

After validating the tool, it was administered on the sample selected. The higher secondary students selected as sample for the study were instructed to answer the test items in the questionnaire that has provided five options. The score was obtained and it was classified according to the gender and subject group of the students and the locality of the school they study and their type of family. The data were also segregated in terms of their parents’ education, occupation and annual income. Table 1 shows the distribution of the sample in terms of the independent variables.

Table 1: Distribution of the Sample

Total number of samples = 100			
Independent Variables	Gender	Male	69
		Female	31
	Group	Arts	90
		Science	10
	Locality of the school	Rural	79
		Urban	21
	Type of family	Nuclear	81
		Joint	19
	Parents education	School	60
		College	40
	Parents occupation	Government	33
		Non-government	67
	Parents income	Below Rs. 50,000	85
		Above Rs.50,0000	15

Statistical Analysis

Mean, SD, ‘t’ test were computed to find out the significant difference between the means of the different sub-groups

namely Gender, Subject Group, Locality of the school, Type of family, Education, Occupation and Annual Income of their parents.

Analysis and Interpretations

Null Hypothesis: 1

There is no significant difference between Male and Female students in respect of their achievement motivation.

Table 2: Achievement Motivation Value of Students with respect to Gender

Variable	N	Mean	S.D	t-value	Significant level
Male	69	184.1	24.21	0.040	Insignificant at 5% level
Female	31	184.0	15.12		

From the above table, it is clear that the calculated t-value 0.040 is less than that of the Table Value of 1.984 for 98 degrees of freedom at 5% level. Since the t-value is insignificant at 5% level, the null hypothesis is accepted. It means that there is no significant difference between male and female students in their achievement motivation.

Null Hypothesis: 2

There is no significant difference between arts and science group students in their achievement motivation.

Table 3: Achievement Motivation Value of Students with respect to Subject Group

Variable	N	Mean	S.D	t-value	Significant level
Arts	90	188.8	12.47	0.715	Insignificant at 5% level
Science	10	183.6	22.50		

From the above table, it is clear that the calculated t-value 0.715 is less than that of the Table Value of 1.984 for 98 degrees of freedom at 5% level. Since the t-value is insignificant at 5% level, the null hypothesis is accepted. It means that there is no significant difference between arts and science students in their achievement motivation.

Null Hypothesis: 3

There is no significant difference between rural and urban school students based on the locality of the school in respect of achievement motivation.

Table 4: Achievement Motivation Value of Students with respect to the Locality of School

Variable	N	Mean	S.D	t-value	Significant level
Rural	79	184.2	22.86	0.076	Insignificant at 5% level
Urban	21	183.8	17.24		

From the above table, it is clear that the calculated t-value 0.076 is less than that of the Table Value of 1.984 for 98 degrees of freedom at 5% level. Since the t-value is insignificant at 5% level, the null hypothesis is accepted. It means that there is no significant difference between rural and urban school students in their achievement motivation.

Null Hypothesis: 4

There is no significant difference between students from Nuclear Family and those from Joint Family in their

achievement motivation.

Table 5: Achievement Motivation Value of Students with respect to the Type of Family

Variable	N	Mean	S.D	t-value	Significant level
Nuclear	81	182.0	22.37	2.033	Significant at 5% level
Joint	19	193.1	16.33		

From the above table, it is clear that the calculated t-value 2.033 is greater than that of the Table Value of 1.984 for 98 degrees of freedom at 5% level. Since the t-value is significant at 5% level, the null hypothesis is rejected. It means that there is significant difference between the achievement motivation of students from nuclear family and those from the joint family.

Null Hypothesis: 5

There is no significant difference in achievement motivation between the students whose parents' education is at School Level and those students whose parents' education is at College Level.

Table 6: Achievement Motivation Value of Students with respect to their Parents' Educational Level

Variable	N	Mean	S.D	t-value	Significant level
School	60	186.5	19.38	1.361	Insignificant at 5% level
College	40	180.5	24.65		

The above table indicates that the calculated t-value 1.361 is less than that of the Table Value of 1.984 for 98 degrees of freedom at 5% level. Since the t-value is insignificant at 5% level, the null hypothesis is accepted. It means there is no significant difference in achievement motivation between students whose parents' education is at school level and those students whose parents' education is at college level.

Null Hypothesis: 6

There is no significant difference in achievement motivation between students whose parents are government-employees and those students whose parents are non-government employees.

Table 7: Achievement Motivation Value of Students with respect to their Parents' Occupation

Variable	N	Mean	S.D	t-value	Significant level
Government	33	182.2	25.52	0.608	Insignificant at 5% level
Non-government	67	185.0	19.73		

From the above table it is obvious that the calculated t-value 0.608 is less than that of the Table Value of 1.984 for 98 degrees of freedom at 5% level. Since the t-value is insignificant at 5% level, the null hypothesis is accepted. It means that there is no significant difference between the achievement motivation of students whose parents' occupation is in government sector and those students whose parents are employed in non-government sector.

Null Hypothesis: 7

There is no significant difference in achievement motivation

between students whose parents' annual income is below Rs. 50,000 and those students whose parents' annual income is above Rs. 50,000.

Table 8: Achievement Motivation Value of Students with respect to their Parents' Annual Income

Variable	N	Mean	S.D	t-value	Significant level
Below Rs. 50,000	85	183.2	21.99	1.006	Insignificant at 5% level
Above Rs.50,000	15	189.3	20.01		

It is evident from the above table that the calculated t-value 1.006 is less than that of the Table Value of 1.984 for 98 degrees of freedom at 5% level. Since the t-value is insignificant at 5% level, the null hypothesis is accepted. It means that there is no significant difference in achievement motivation between students whose parents' annual income is below Rs.50, 000 and those students whose parents' annual income is above Rs.50,000.

Findings of the Study

1. There is no significant difference in achievement motivation between Male and Female students.
2. There is no significant difference in achievement motivation between Arts Group students and Science Group students.
3. There is no significant difference in achievement motivation between Rural and Urban school students.
4. There is a significant difference in achievement motivation between students from nuclear and those from joint family.
5. There is no significant difference in achievement motivation between students with parents who have school level education and those with parents who have college level education.
6. There is no significant difference in achievement motivation between students with government-employed parents and those with non-government employed parents.
7. There is no significant difference in achievement motivation between students with parents who have annual income below Rs 50,000 and those with parents who have annual income above Rs 50,000.

Implications of the Study

The following implications are derived from the findings of the study;

1. Male students and Female students are found to have the same level of achievement motivation.
2. Students of Arts group as well as those of Science group have the same level of achievement motivation.
3. The achievement motivation of the Rural and Urban students is found to have no variation.
4. Achievement motivation of students from Joint Family is found to be slightly higher than that of students from Nuclear Family.
5. Children of the parents with school level education are found to possess the same achievement motivation as those of parents with college level education.

6. Children of the parents who work in government sector and those of parents who work in non-government sector are found to possess the same level achievement motivation.
7. Children of the parents with annual income below Rs 50,000 and those of parents with annual income above Rs 50,000 are found to display the same level of achievement motivation.

Conclusion

The implications of the study suggests that the achievement motivation of higher secondary students from the selected government schools in Coimbatore District is found to be associated with the type of family they come from, whereas, their gender, subject group, locality of the school they study are not associated with their achievement motivation. It is also concluded that the achievement motivation of the students is not associated with the level of education, occupation and annual income of their parents.

Family system plays a crucial role in building up the character of an individual. Values sprout up from the roots of tradition of a family system. Achievement motivation is not only a psychological factor but also an ethical value that leads a person to climb the ladder of success attained through fair means. Joint family system is believed to inculcate certain values among the youth and achievement motivation is one such value. Hence, the study concludes with a note that the Joint Family system could foster the positive values among the younger generation and inspire them to excel in their academics as well as career pursuits.

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